Level: OPTIONS: Novice Range

Novice High ‐ Intermediate Low Intermediate Range

Intermediate High ‐ Advanced Low Advanced Range

# **Theme:** For ideas, use AP, IB, or Keys page 29 or handout from workshop

**Essential Question:** Read more in Keys, pages 28 ‐ 29; samples on page 96

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| **Unit Goals** | | |
| Why is the unit worth teaching? What will learners know and be able to do because of the learning in this unit? Include all 5 Cs.:  (Communication: Presentational) Identify the members of their family by relationship.  (Communication: Presentational) State what they like/don’t like to do after school and on weekends with family and friends.  (Communication: Interpersonal) Ask and respond to questions about family, friends, and leisure activities. (Communication: Interpretive; Cultures) Access information on the Internet about weekend activities in communities in France in order to determine which activities several communities have in common. Document the locations of the communities on a map of France.  (Communication: Interpersonal; Communities: Global Communities) Connect with students in France in order to exchange information about leisure activities that are popular among their families and friends.  (Communication: Interpersonal; Comparisons: Cultures; Communities: Global Communities) Compare what they and their families and friends like/don’t like to do with what students, families, friends in France like/don’t like to do. (Communication: Presentational; Cultures)Design and explain a culture triangle related to family, friends, or leisure activities.  (Communication: Presentational; Cultures; Comparisons: Cultures; Connections: Graphic Design, Statistics, Sociology) Create an infographic to visually represent information about leisure activities in the US and France.  (Communication: Interpretive; Cultures; Comparisons: Culture; Connections: Film Studies) Analyze how the value of family/friends is communicated via a silent animated film. | | |
| **Summative Performance Assessments (Pages 30 ­ 32)**  **These are the “final” performance assessment tasks for the unit. Think of them as APPLICATION of what students learned to real­world situations.** | | |
| **Interpretive** | | |
| What authentic texts can learners read, listen to, view now because of the learning in this unit?  Learners understand, interpret, and analyze a message: How will learners show their understanding and analysis after they listen, read, or view the “text”? Examples: Identify if they make choices (either/or); identify if statements are true/false and cite the evidence used in making their decision  Recommend more than one Interpretive Task (vary the “text” to include listening, reading, viewing) | | |
| **Presentational** | | **Interpersonal** |
| What sort of rehearsed, polished presentation can learners give in writing or orally for an audience, sharing what they learned in the unit?  Learners will create a message: Write a prompt that will draw out of learners the performance you are expecting. | | Can learners now discuss spontaneously what they learned in the unit (suggest responses to the essential question or share what they learned individually or in small group work?)  Learners interact and negotiate messages (in spoken or written conversations). What is the “need to negotiate” in your prompt? What support may learners need for the conversation (visuals, realia)? |
| **Can Do Statements**  **Refer to the Can­do Statements for Novice Mid and Novice High in the three modes. How would you write can­dos for this unit that are specific to the theme and topic of the unit ? See examples on the completed template for this unit and read pages 34 – 37 in Keys** | | |
| **Interpretive** | Identify the statements (Boldface) that are similar to your focus; then create Can‐Do Statements linked specifically to the content of this unit.  For Interpretive-Listening, see Can-Do Statements, pages 7-  For Interpretive-Reading, see Can-Do Statements, pages | |
| **Presentational** | For Presentational-Speaking, see Can-Do Statements, pages 7-  For Presentational-Writing, see Can-Do Statements, pages | |
| **Interpersonal** | For Interpersonal, see Can-Do Statements, pages 7- | |

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| **Supporting Functions** | | **Supporting Structures/Patterns** | **Priority Vocabulary** |
| Which functions (Describing, Comparing, Listing) are the most important ones that will be taught, reinforced, practiced in this unit?  Refer to the list from the workshop: What will learners be practicing and developing (Describing? Accepting invitations? Narrating?) | | Look at the functions. If learners are “describing”, they will need ADJECTIVES: PLACEMENT AND  AGREEMENT. If they are “Comparing” they will need the PATTERN TO MAKE REGULAR COMPARISONS (big, bigger) AND/OR THE MODEL FOR IRREGULAR  COMPARISONS (good, better).  What structures will “get learners the furthest”? Focus on the structures that will be developed, practiced, and assessed in this unit. | What vocabulary (topics) needs to be reviewed, reinforced, introduced – that are essential for dealing with the topics of this unit |

# Clementi/Terrill ACTFL 2015